

# Outwood Primary School History Progression

Knowledge	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	To know some similarities and differences between things in the past and now.	Tell the difference between past and present in own and other people's lives.	<p>To use information to describe the past.</p> <p>To use information to describe differences between then and now.</p> <p>To recounts main events from a significant event in history.</p> <p>To use evidence to explain reasons why people in past acted as they did</p>	<p>To use evidence to describe past: Houses and settlements; Culture and leisure activities; Clothes, way of life and actions of people; Buildings and their uses; People's beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.</p> <p>To use evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects.</p> <p>To show changes on a timeline.</p>	<p>To show knowledge and understanding by describing features of past societies and periods.</p> <p>To identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>To describe how some of the past events/people affect life today</p>	<p>To identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>To give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>To identify changes and links within and across the time periods studied.</p>	<p>To choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>To identify how any of above may have changed during a time period.</p> <p>To give own reasons why changes may have occurred, backed up with evidence.</p> <p>To show identified changes on a timeline.</p> <p>To describe similarities and differences between some people, events and objects studied.</p> <p>To describe how some changes affect life today.</p> <p>To make links between some features of past societies.</p>

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Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological knowledge / understanding</b>	<p>To begin to develop chronological understanding.</p> <p>To know the difference between long ago and now.</p> <p>To compare modern and old objects put 2 objects or events in order.</p> <p>To know their life is different from the lives of people in the past.</p> <p>To begin to show understanding of time.</p>	<p>To sequence some events or 2 related objects in order.</p> <p>To use words and phrases: old, new, young, days, months.</p> <p>To remember parts of stories and memories about the past.</p>	<p>To recount changes in own life over time</p> <p>To put 3 people, events or objects in order using a given scale.</p> <p>To use words and phrases such as recently, before, after, now, later.</p> <p>To use past and present when telling others about an event.</p>	<p>To use timelines to place events in order.</p> <p>To understand a timeline can be divided into BC and AD.</p> <p>To use words and phrases: century, decade.</p>	<p>To use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>To divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>To name and place dates of significant events from past on a timeline</p>	<p>To use timelines to place and sequence local, national and international events.</p> <p>To sequence historical periods.</p> <p>To describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>To identify changes within and across historical periods.</p>	<p>To use timelines to demonstrate changes and developments in culture, technology, religion and society. (Children make their own).</p> <p>To use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>To describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>To name date of any significant event studied from past and place it correctly on a timeline.</p>
<b>Historical Enquiry</b>	<p>To show an interest in the past.</p> <p>Begin to ask questions about artefacts, suggesting what they might be used for.</p>	<p>To find answers to simple questions about the past from sources of information (eg. pictures, stories).</p>	<p>To look carefully at pictures or objects to find information about the past.</p> <p>To ask and answer questions such as: 'what was it like for a ...?', 'what</p>	<p>To use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>To ask questions such as 'how did people ...? What</p>	<p>To understand the difference between primary and secondary sources of evidence. To use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings</p>	<p>To use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect</p>	<p>To identify and uses different sources of information and artefacts.</p> <p>To evaluate the usefulness and accurateness of different sources of evidence. To select the most appropriate source of evidence for particular tasks.</p>



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	<p>Begin to make accurate comparisons between modern and old objects.</p> <p>Can find answers to simple questions from a writing or a picture.</p>		<p>happened in the past?', 'how long ago did .... happen?',</p> <p>To estimate the ages of people by studying and describing their features</p>	<p>did people do for ....?'</p> <p>To suggest sources of evidence to use to help answer questions.</p>	<p>and visits to collect information about the past.</p> <p>To ask questions such as 'what was it like for a ..... during .....?'</p> <p>To suggest sources of evidence from a selection provided to use to help answer questions.</p>	<p>information about the past.</p> <p>To ask a range of questions about the past.</p> <p>To choose reliable sources of evidence to answer questions.</p> <p>To realises that there is often not a single answer to historical questions</p>	<p>To form own opinions about historical events from a range of sources.</p>
<p><b>Organisation and communication</b></p>	<p>Show an awareness of and interest in the past.</p> <p>Begin to use the correct words such as "yesterday, past etc."</p> <p>Be able to discuss/share the past in 1 way E.g. orally, using common words &amp; phrases relating to the passing of time or drawing</p>	<p>To show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>To present knowledge and understanding about the past in different ways.</p>	<p>To present findings about past using speaking, writing, ICT and drawing skills.</p> <p>To use dates and terms with increasing accuracy.</p> <p>To discuss different ways of presenting information for different purposes.</p>	<p>To present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>To discuss most appropriate way to present information, realising that it is for an audience.</p>	<p>To present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>To use dates and terms accurately.</p> <p>To choose the most appropriate way to present information to an audience.</p>	<p>To present information in an organised and clearly structured way.</p> <p>To make use of different ways of presenting information.</p> <p>To present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). To make accurate use of specific dates and terms.</p>



We care, we learn, we grow

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<p><b>Vocabulary</b></p>	<p>A long time ago Past/ now Same/ different Change People Lifetimes lives</p>	<p>History significant Timeline Order Compare Similar/ Different Fact/ opinion Artefact Event Source Evidence Changes Invention Research Question Consequences Reason/ reasoning Connections</p>	<p>History significant Timeline Order Compare Similar/ Different Fact/ opinion Artefact Event Source Evidence Changes Invention Research Question Consequences Reason/ reasoning Connections</p>	<p>Chronology Century/ decade Era Time period Similarities/ differences Civilisations Prehistoric evidence Primary/secondary sources Ancient Modern Archaeology Comparison Reliability Influence Significant Impact</p>	<p>Chronology Century/ decade Era Time period Similarities/ differences Civilisations Prehistoric evidence Primary/secondary sources Ancient Modern Archaeology Comparison Reliability Influence Significant Impact</p>	<p>Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values Laws</p>	<p>Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values Laws</p>
<p><b>Key Concepts</b> - underpin all historical enquiry, developed through regular revisiting.</p>		<p><b>EYFS</b></p>	<p><b>KS1</b></p>	<p><b>LKS2</b></p>	<p><b>UKS2</b></p>		
<p><b>Continuity and change</b> — in and between periods</p>	<p>Look closely at similarities, differences, patterns and change.  Develop understanding of growth, decay and changes over time.</p>	<p>Identify similarities / differences between ways of life at different times.</p>	<p>Describe / make links between main events, situations and changes within and across different periods/societies.</p>	<p>Identify and explain change and continuity within and across periods.</p>			
<p><b>Cause and sequence</b></p>	<p>Question why things happen and give explanations</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Identify and give reasons for, results of, historical events, situations, changes.</p>	<p>Analyse / explain reasons for, and results of, historical events, situations, changes.</p>			



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<p><b>Similarity/difference</b> — within a period/situation</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Make simple observations about different types of people, events, beliefs within a society.</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p>	<p>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.</p>
<p><b>Significance</b> — of events / people</p>	<p>Recognise and describe special times or events for family or friends.</p>	<p>Talk about who was important eg in a simple historical account.</p>	<p>Identify historically significant people and events in situations.</p>	<p>Consider/explain the significance of events, people and developments in their context and in the present.</p>